DOCUMENT RESUME

ED 068 101 LI 003 896

| | |
|---|---|
| AUTHOR | Baugham, Robyn C. |
| TITLE | Survey of Information Needs of Educational Information Specialists. |
| INSTITUTION | Maryland Univ., College Park. School of Library and Information Services. |
| PUB DATE | 31 May 72 |
| NOTE | 31p.; (0 References) |
| EDRS PRICE | MF-$0.65 HC-$3.29 |
| DESCRIPTORS | *Education Service Centers; *Information Centers; *Information Services; Questionnaires; Surveys; Teachers |
| IDENTIFIERS | *Educational Resources Information Center; ERIC |

ABSTRACT

In conjunction with the ERIC Clearinghouse on Library and Information Science's sponsored seminar at the University of Maryland School of Library and Information Services on "The Marketing of Information Analysis Products," a mailed questionnaire survey was conducted to investigate the information problems and needs of people who are presently or plan to be active in the operation of educational information centers and in the educational extension agent program. Questions deal with the respondent's professional background, resources of his information service, problem areas and/or limitations, and suggested topics for information analysis products. The results of this survey are meant to aid in the design and development of information analysis products and services that would be precisely tailored to meet the needs of the practitioner who works in this area. (Author)

FILMED FROM BEST AVAILABLE COPY

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

ED 068101

# SURVEY OF INFORMATION NEEDS OF EDUCATIONAL INFORMATION SPECIALISTS

by

Robyn C. Baugham

University of Maryland
College Park, Maryland
May 31, 1972

LI 003 896

## TABLE OF CONTENTS


| | PAGE NUMBERS |
|---|---|
| PURPOSE | 1 |
| METHODOLOGY | 2 |
| SURVEY RESULTS | 2 |
| COMMENTS | 18 |
| APPENDIX I | 21 |
| APPENDIX II | 28 |

## DATA TABLES


| FIGURE NUMBER | TITLE | PAGE NUMBER |
|---|---|---|
| 1 | Organization | 2 |
| 2 | Age of Respondants | 3 |
| 3 | Highest Degree Earned | 3 |
| 4 | Years of Educational Work Experience | 4 |
| 5 | Number of Years in Present Position | 5 |
| 6 | Number of People Supervised | 6 |
| 7 | How Time Is Spent | 5 |
| 8 | Resource Materials | 7 |
| 9 | Reference Tools Used Most Often | 8 |
| 10 | Number of Requests Per Week | 9 |
| 11 | Contact Method | 9 |
| 12 | User Community Composition | 10 |
| 13 | Services Offered User Community | 11 |
| 14 | Feedback | 12 |
| 15 | Information Products | 13 |
| 16 | Professional Tools for Setting Up and Operating an Educational Information Service | 13 |
| 17 | Problem Areas of Limitations | 15 |
| 18 | Information Analysis Products--- Suggested Topics | 18 |

Purpose

In conjunction with the ERIC/CLIS sponsored seminar at the University of Maryland's School of Library and Information Services on "The Marketing of Information Analysis Products," a survey was conducted to investigate the information problems and needs of people who are presently or plan to be active in the operation of educational information centers and in the educational extension agent program.

Since this is a comparatively new profession in the education and information science field, few studies have been made into these peoples' information needs. Based on the surveyor's personal associations with many of the people who serve in this capacity, there is general consensus among them that little is written on the subject and a need exists for such reference tools to be made available.

In order to get a better understanding of their information problems and needs, a survey was taken of the State Dissemination Officers, the three OE funded (FY 1972) pilot State Dissemination Projects, the OE funded (FY 1972) State and Local Education Information Centers, Education Information Centers who use ERIC tapes, and a few selected educational information services. Hopefully, the results of this survey will provide a step toward the design and development of information analysis products and services that would be precisely tailored to meet the needs of the practitioner who works in this area.

## Methodology

The research method used in this survey was a mailed questionnaire, (Appendix I). A cover under the name of the surveyor's professor, Dr. Jerry Kidd, (Appendix II), was included.

Ninety questionnaires were mailed out during the week of April 17, 1972. The response deadline was May 10th. As of May 31, a total of fifty-nine questionnaires were returned which is a 65.5% return. Only three follow-up telephone calls were made to encourage response from selected centers.

## Survey Results

As mentioned previously, fifty-nine questionnaires were returned. One such respondent stated that they did not have an operating educational information center so he did not fill out the questionnaire. The results were as follows:

ORGANIZATION

| Type of Organization | No. of Agencies Responding |
|---|---|
| State Education Agency | 39 |
| Local Education Agency | 7 |
| Regional Education Agency | 4 |
| ERIC Clearinghouse | 4 |
| Professional Association or Organization | 3 |
| University | 4 |
| Educational Media Center | 2 |
| Information Utilization Project | 1 |
| Federal Government Education Agency | 1 |
| Research and Development Center | 1 |
| TOTAL | 66 |

FIGURE 1

In several cases, respondents indicated that their organization belonged to more than one category. Thus, the total comes to more than the total number of questionnaires returned. In any case, the results show a good response from the State Dissemination Officers.

The questions regarding the staff, especially conditions of the respondent were asked in question 3. The results are indicated in Figures 2 - 7:

AGE OF RESPONDENTS

| Age Range | Number of Respondents in this Range |
|---|---|
| 20 - 25 | 1 |
| 26 - 30 | 8 |
| 31 - 40 | 24 |
| 41 - 50 | 17 |
| 51 - 60 | 6 |
| 61 - over | 2 |
| No Response | 1 |
| TOTAL | 59 |

FIGURE 2

HIGHEST DEGREE EARNED

| Degree | Number of Respondents With This Highest Degree |
|---|---|
| Bachelors | 8 |
| Masters | 26 |
| Doctorate | 23 |
| No Response | 2 |
| TOTAL | 59 |

FIGURE 3

## YEARS OF EDUCATIONAL WORK EXPERIENCE

| Number of Years | Number of Respondents |
|---|---|
| 1 - 5 | 6 |
| 6 - 10 | 16 |
| 11 - 15 | 14 |
| 16 - 20 | 7 |
| 21 - 25 | 7 |
| 26 - over | 5 |
| No Response | 3 |
| TOTAL | 59 |

FIGURE 4

## NUMBER OF YEARS IN PRESENT POSITION

| Number of Years | Number of Respondents |
|---|---|
| 0 - 3 | 36 |
| 4 - 6 | 15 |
| 7 - 9 | 1 |
| 10 - 15 | 4 |
| 16 - over | 2 |
| No Response | 1 |
| TOTAL | 59 |

FIGURE 5

## NUMBER OF PEOPLE SUPERVISED

| Number of People | Number of Respondents |
|---|---|
| None | 4 |
| 1 - 5 | 18 |
| 6 - 10 | 8 |
| 11 - 15 | 9 |
| 16 - 20 | 1 |
| 21 - over | 9 |
| No Response | 10 |
| TOTAL | 59 |

FIGURE 6

In some cases, respondents failed to answer all of the questions which accounts for the fact that there is a small no response figure.

The respondent was asked to break down by percentage the way in which he spent his time. The categories included: program administration, reference and retrieval services, information acquisition, information dissemination, orientation, public relations, processing documents, and other. They were asked throughout this questionnaire to specify what "other" meant. The overall results indicated that the most amount of the respondant's time was spent included (in rank order):

How Time is Spent:

1. Program Administration
2. Other (usually program planning and research)
3. Information Dissemination
4. Reference & Retrieval Services
5. Information Acquisition
6. Public Relations
7. Orientation
8. Processing Documents

FIGURE 7

In looking at Figures 2 - 7, it must be remembered that the respondent is answering for himself only. Respondents supervised professional, technical, and clerical help. Because of the diversity of job titles, it was not tallied as the other questions. A suggestion might be to either specify job positions in the questionnaire form or to eliminate this question completely. For the purposes of this questionnaire, it did not serve to be very important.

Since it was the program administrator who generally responded to the questionnaire, how he personally spent his time does not necessarily reflect how the total operation functions--time-wise.

The various channels of communication were investigated in the fourth question dealing with resource materials.

The rank order of the resource materials listed in the questionnaire which the respondents have available for answering information requests are listed in Figure 8.

Not included in Figure 8 were several resource materials that were listed only once by several people. One respondent, commenting (facetiously?) on the locally produced fugitive literature, wrote: "In all seriousness, we do employ individuals on pardon."

The second question (Figure 9) regarding resource material requested a list of the five reference tools they used most often.

Not included in this report are several additional reference tools which were mentioned one or two times by several respondents.

Services of the Center were investigated in Question 5. The results of these questions are listed in Figures 10 - 14.

Resource Materials (in rank order)

| Materials | | Number of Responses |
|---|---|---|
| Microfiche | | |
| ERIC | 51 | |
| New York State Curriculum Materials | 3 | |
| Kettering - I/D/E/A | 1 | |
| Assn. for Supervision and Curriculum Development (NEA) | 1 | |
| Xerox | 1 | |
| UNIPACS | 1 | |
| NTIS | 1 | |
| SUBTOTAL | | 59 |
| Research in Education (ERIC) | | 56 |
| Books and Monographs | | 52 |
| Bulletins and Newsletters | | 51 |
| Current Index to Journals in Education (CIJE) | | 51 |
| U. S. Government Publications | | 51 |
| Putting Research into Educational Practice (PREP) | | 49 |
| ERIC Clearinghouse Products | | 49 |
| Periodicals | | 46 |
| Pamphlets | | 45 |
| Human Resources | | 43 |
| Education Index | | 42 |
| Statistics | | 41 |
| Locally Produced Fugitive Literature | | 38 |
| Subscription Services (other than periodicals & bulletins) | | 32 |
| Newspaper Clippings | | 28 |
| Historical Documents | | 27 |
| Microfilm | 13 | |
| Archives | 1 | |
| Microbook (Encyclopedia Britannica) | 1 | |
| University Microfilms | 2 | |
| Dissertation Abstracts | 1 | |
| SUBTOTAL | | 18 |

Resource Materials not listed in questionnaire, but added by respondent:

| | |
|---|---|
| Abstracts of Instructional Materials in Vocational and Technical Education (AIM) and Abstracts of Research and Related materials in Vocational and Technical Education (ARM) | 3 |
| State Library | 4 |

FIGURE 8

Reference Tools Used Most Often (in Rank Order)

1. ERIC materials (including Research in Education, ERIC Computer tapes, ERIC microfiche, ERIC Thesaurus of Descriptors, ERIC Clearinghouse Products, and ERIC Descriptor Usage Postings).
2. Current Index to Journals in Education (CIJE)
3. Education Index
4. AIM and ARM
5. U. S. Government Publications
6. PREP
7. State Statistical Reports
8. Books and Monographs
   Local Vertical File Collection
   Periodicals
9. Human Resources
10. Educational Research and Service of the National Education Association
11. Encyclopedia of Educational Research
12. Newsletters
13. State Library

FIGURE 9

Number of Requests Per Week

| Number of Weekly Requests | Number of Responses |
|---|---|
| 1 - 10 | 14 |
| 11 - 25 | 8 |
| 26 - 50 | 10 |
| 51 - 100 | 8 |
| 101 - 150 | 1 |
| 151 - 200 | 2 |
| 201 - 250 | 2 |
| 251 - 300 | 2 |
| 301 - over | 1 |
| No Response | 11 |
| TOTAL | 59 |

FIGURE 10

The number of educational information requests per week shown in Figure 10, indicate that several centers receive ten or less requests per week, which implies that these operations have not developed very far in the servicing aspect. Most of the Centers receive under fifty requests per week.

Contract Method (Percentage)

| | NUMBER OF RESPONDENTS IN THIS PERCENTAGE RANGE | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 0-10% | 11-20% | 21-30% | 31-40% | 41-50% | 51-60% | 61-70% | 71-80% | 81-90% | 90-100% |
| Visit | 20 | 9 | 4 | 6 | 2 | 2 | 0 | 1 | 1 | 2 |
| Letter | 4 | 7 | 6 | 8 | 7 | 4 | 3 | 4 | 1 | 4 |
| Telephone | 11 | 9 | 6 | 8 | 7 | 4 | 2 | 2 | 0 | 1 |

FIGURE 11

The method of contact as illustrated in Figure 11 greatly varies from one operation to another. Generally, letter and telephone requests are the main contact methods. On the other hand, two organizations said that 100% of their contact was by visit. Certainly the location of the center in relation to the location of its user community greatly affects how the user will go about contacting the center. Another factor, not adequately taken into account here was the contact made by an educational extension agent or linker.

The respondent was asked to give a percentage breakdown of his user community. The results are as follows:

User Community Composition (Approximate Percentages)

| | NUMBER OF RESPONDENTS IN THIS PERCENTAGE RANGE | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 0-10% | 11-20% | 21-30% | 31-40% | 41-50% | 51-60% | 61-70% | 71-80% | 81-90% | 90-100% |
| School Administrators (State, Local, and Bldg. level) | 4 | 8 | 6 | 7 | 9 | 4 | 3 | 5 | 4 | 2 |
| Teachers | 15 | 9 | 11 | 4 | 2 | 3 | 4 | 0 | 0 | 0 |
| Graduate Students | 25 | 7 | 4 | 2 | 0 | 0 | 0 | 2 | 0 | 0 |
| School Librarians | 25 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Government Agencies, Legislators, Citizens | 5 | 3 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 |
| Others | 13 | 3 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 0 |

FIGURE 12

Figure 12 indicates that the largest percentage of users have been school administrators, followed by teachers. The other groups listed do not account for a very large percentage of the current user community. These figures, of course, represent the present conditions. Several state dissemination officers indicated that they were trying to increase the number of teachers using their service.

Services Offered User Community-Listed in Questionnaire (in rank order)

| Services | Number of Responses |
|---|---|
| Manual ERIC Searches | 43 |
| Referrals | 42 |
| Inservice Programs (teachers and/or administrators) | 38 |
| Reproduction of book and/or periodical articles | 39 |
| Dissemination of PREP materials | 36 |
| Computerized ERIC Searches | 36 |
| Demonstrations and Orientation on your information service | 36 |
| Current Awareness | 35 |
| Reproduction of microfiche | 35 |
| Help in writing proposals | 31 |
| Selective Dissemination of Information (SDI) | 27 |
| Interlibrary loans | 27 |
| In-depth literature searches | 26 |
| Extension agents or linkers | 24 |

How Many?

| Number of Agents | Number of Respondents |
|---|---|
| 0 - 5 | 7 |
| 6 - 10 | 2 |
| 11 - 15 | 1 |
| 21 - 30 | 1 |
| over 30 | 2 |
| No response | 10 |

| | |
|---|---|
| Table of Contents Service | 10 |
| Other | 17 |
| Consultant Assistance | 4 |
| Dissemination of ESEA, Title III materials | 2 |
| Reproduction of Statistical Articles | 2 |
| Miscellaneous | 8 |

FIGURE 13

The figures in Figure 13 indicate that many of the centers offer a wide range of services. Also several states have initiated the use of educational extension agents or linkers.

Feedback

| Provision for Feedback | Number of Respondents |
|---|---|
| Yes | 32 |
| No | 14 |
| No Response | 13 |
| TOTAL | 59 |

| Means of Feedback | Number of Respondents |
|---|---|
| Questionnaire (form) | 18 |
| Informal (i.e., face-to-face) | 12 |
| Other Ways | 8 |
| No Response | 21 |
| TOTAL | 59 |

FIGURE 14

A means of feedback from the user to the information service is provided in many of the centers. This is usually accomplished by filling out a form or questionnaire and returning it to the center. Informal, face-to-face contact was the other most widely used means. Several respondents who said that they were not providing a means for feedback indicated that they were developing a method.

Each respondent was asked to indicate the types of information products or packages they produced. The categories were listed in the questionnaire.

Information Products (in rank order)

| Products | Number of Responses |
|---|---|
| Computer Printouts | 41 |
| Bibliographies | 39 |
| Reproduction of Periodical Articles | 38 |
| Reports (statistical, Title III Evaluations, research and development, etc.) | 29 |
| Surveys | 29 |
| Single Concept Papers | 25 |
| State of the Art Reviews | 15 |
| Other | |
| Information Packages (including computer printout, journal articles, pamphlets, etc. on a particular subject) | 5 |
| Reproduction of ERIC microfiche | 4 |
| Newsletter | 4 |

FIGURE 15

Not included in this listing are those products which were mentioned by only one respondent.

Question 7 asked for the respondent to list the professional tools, references, or products which have helped them most in setting up and operating their educational information service. This particular question was the only one where the respondent did not always answer in the manner that the surveyor was seeking. The surveyor wanted to know how the respondent got direction or guidance in setting up his center. Not being asked for were the resource materials the respondents used in answering his requests.

Professional Tools for Setting Up and Operating an Educational Information Service (in rank order)

1. ERIC and CIJE References and Indexes
2. Visits, Conferences, and Contacts with other professionals who operate other educational information centers.
3. The Educational Information Center: An Introduction, by Sherman, Lewis, and Wanger, System Development Corporation.
   PREP materials

4. MOREL Reports

5. AIM and ARM
   Ronald Havelock's and Everett Rogers' works
   National Dissemination Project
   Work Experience

FIGURE 16

Many other references were listed by only one respondent but are not included in Figure 16.

The eighth question delved into the biggest problem or limitation the respondents have in getting research or innovation into the hands of the practicing educator. The responses cover the areas of staff, money, organization, educational community, operation, and networks.

## Problem Areas or Limitations

A. STAFF

1. Problem of identifying and training enough extension agents over the state to make the services easily accessible to all educators.

2. Need for more highly trained staff in librarianship and information science.

B. MONEY

1. Cost limitations on reproducing hard copy.

2. The cost of running a computer search is too high to be of use to teachers and graduate students.

3. As Federal monies evaporate, will the state or local education agency pick up the tab?

4. Limited funds available for additional staff. The Board of Education's current thrust is to employ people who are in direct contact with students.

5. Need for partial institutional or organizational support in order to provide capital for new ventures and products.

6. Lack of money made available to facilities for actual dissemination. Awaiting approval to purchase microfiche duplicating equipment for the main office, as well as microfiche headers for the field.

C. ORGANIZATION

1. Selling your education agency on the need for an educational information center.

2. Developing an understanding of what an information service can do to strengthen the activities of existing services and institutions.

3. Problems of integrating the information role with other roles of consultants and specialists.

4. Getting people to plan for the future and allowing sufficient time to review available information.

5. Restrictions from bureaucratic structure.

6. We need the renewal center "to serve as the marketplace." Producer and consumer can get together here face-to-face, to buy and sell, following demonstration. Educational extension agents can provide the broader and deeper consumer information.

D. EDUCATIONAL COMMUNITY

1. Most serious problem is the lack of interest, concern or motivation on the part of the average educator to research or innovation.

2. Time for practicing educators to do research.

3. Lack of awareness of information retrieval services to practicing educators.

4. Personal habits of educators related to information acquisition. Too many educators seem to project the impression that they want information without any work on their part. They do not want to read more than one page and they do not want to synthesize the work from several reports.

5. Lack of resolution of questions as to why rank and file teachers do not read even when provided with good access to research; a virtual paucity of theoretical constraints related to the sociology of professional information within education.

6. Training educators to use research in the decision making process.

7. Client being more aware of uses of material.

E. OPERATIONAL

1. Copyright.

2. User reaction to microforms and availability of readers.

3. Accessibility of hands-on curriculum materials for national dissemination.

4. Inconsistencies in ERIC Clearinghouses in indexing and abstracting.

5. Getting the right questions asked.

6. Turn-around-time.

7. Relevance of material (screening).

8. Availability of computer services for ERIC within their own department.

9. Having personal contact with the user.

10. Educational data base limitations---needs to be made stronger. This limitation also affects your center's service.

11. Hardware limitations.

F. NETWORKS

1. Need to establish linker network beyond the retrieval system.

2. Need for cooperation between ERIC Clearinghouses and retrieval operations.

3. Federal support for specialized information centers which create duplication of effort and political problems.

FIGURE 17

The final question asked for specific topics for information analysis products they would find most useful to them in their role as disseminator of educational information. Seventeen suggested topics were listed and additional topics were encouraged. Four respondents said that they would be very much interested in each of the suggested topics.

Information Analysis Products Suggested Topics (in rank order)

| | |
|---|---|
| Storage and Retrieval Systems in an Educational Information Center | 37 |
| Needs Assessment and the Educational Information Center | 34 |
| Educational Extension Agents | 30 |
| Change Agents in Education | 30 |
| Delivery Systems in the Educational Information Center | 30 |
| Training to be an Educational Information Specialist | 25 |
| The Educational Information Center Collection | 25 |
| Centralization of Dissemination Efforts in a School System (State and/or Local) | 25 |
| The Educational Information Center Services | 24 |
| Search Negotiation Strategy | 23 |
| The Educational Information Center Products | 22 |
| Communications in a Bureaucracy | 21 |
| Public Relations in an Educational Information Service | 19 |
| The Use of Telefacsimile Transmission in an Educational Information Center | 19 |

| | |
|---|---|
| Selling your School System on the Need for an Educational Information Center | 18 |
| Reporting in an Educational Information Center | 17 |
| The Role of the School Librarian in Bringing About Change | 12 |

Additional Suggestions Made by Several Respondents

Survey of Educational Information Centers (organizational patterns, user community, products, services, etc.)
Feasibility Study of a Network between Educational Information Centers in order to Exchange Ideas and Products---to Avoid Duplication of Effort.
The Art and Process of Synthesizing Information from a Collection of Topic Relevant Documents.
Technological Advances in Information Centers.
User Reaction to Computer Generated Abstracts.
Study of Reaction to Prepackaged vs. Individualized Information Prodcuts.
Costs of an Educational Information Center and Cost Benefits.

FIGURE 18

Two people commented that the school librarian would not be accepted as a change agent. In order to make this happen, the image of the school librarian would have to be changed from what it has been traditionally.

One respondent replied that telefacsimile is too costly for it to be used in an educational information center.

Comments

This mailed questionnaire survey attempted to find out the information needs and problem areas of persons who operate educational information centers. The survey was national in scope and it included responses from all FY 1972 Office of Education supported National Dissemination Project Pilot States, and the ten OE funded state and local educational information centers for FY 1972. This is significant because these centers

represent operations that are both in the developmental stage as well as centers that have been in existence for several years.

It might be well to note that due to the inception and actual production of ERIC materials, this new professional role in education really came into its own. With having educational research and information in one collection using microfiche as the main storage form, education agencies, universities and education related agencies or organizations can store the entire collection in their own facility and have reader-printer machines available so they can reproduce their own hard copy of a document, if desired. Indexes and computers can be used to locate and retrieve relevant documents. As a result of the availability of this major resource, state and local education agencies as well as some universities and professional organizations have developed educational information centers to provide educators with information on topics of interest.

This questionnaire sought information concerning present conditions, not what was being planned. There were several areas such as the hardware equipment used that were not investigated.

The response to the survey was encouraging. The comments made showed that there was a real interest among practitioners in this field for this type of information to be compiled and made available to others who either plan or now operate an educational information center. Information such as resource materials used most often, services and products, as well as the reference tools most helpful in setting up and operating an educational information center should be valuable to anyone developing a similar operation.

Generally, the people who serve in this capacity are very enthusiastic and optimistic concerning this new professional role. This judgment is based on the surveyor's personal association with many questioned in this survey. Bureaucratic structures, money and staff are the major barriers they have in accomplishing their objectives.

One thing that was made evident by the respondents was the need for more communication between and among the Centers. Perhaps information analysis products could be designed to include input and feedback from the various centers, thus making this information available on a broader scale to more practitioners.

APPENDIX I

QUESTIONNAIRE

1. Name _____

   Position/Title _____

   Organization _____

   Mailing Address _____

   City/State/Zip _____

   Telephone _____

2. Type of Organization

   State Education Agency _____

   Local Education Agency _____

   Regional Education Agency _____

   Educational Media Center _____

   ERIC Clearinghouse _____

   Professional Assn. or Organization _____

   Other (Please Specify) _____

3. Staff (Please answer for the person listed in #1 above)

   A. Age

   20 - 25 ___ 41 - 50 ___

   26 - 30 ___ 51 - 60 ___

   31 - 40 ___ 61 - ___

   B. Highest degree earned _____

   C. Years of educational work experience _____

   D. Number of years in present position _____

   E. Number of people supervised, if any _____

   Breakdown by position and number

   _____ _____

Breakdown by position and number (continued)

_____ _____

_____ _____

F. What percentage of your time is spent on:

1. Program Administration _____
2. Reference & Retrieval Services _____
3. Information Acquisition _____
4. Information Dissemination _____
5. Orientation _____
6. Public Relations _____
7. Processing Documents _____
8. Other (Please Specify) _____

4. Resources

A. What Resource materials do you have available for answering information requests?

Books and Monographs _____

Government Publications _____

Microfilm (Please Specify) _____

Microfiche (ERIC, other [Please Specify]) _____

Newspaper clippings _____

Pamphlets _____

Statistics _____

Periodicals _____

Historical Documents _____

Bulletins & Newsletters _____

4. Resources (Continued)

Putting Research into Educational Practice (PREP) _____

ERIC - Research in Education (RIE) _____

Current Index to Journals in Education (CIJE) _____

Education Index _____

ERIC Clearinghouse products _____

Subscription services (other than periodicals & bulletins) _____

Locally produced fugitive literature _____

Human Resources _____

Other (Please Specify) _____

_____

_____

B. List the 5 reference tools you use most often. (Please Be Specific)

_____

_____

_____

_____

_____

_____

5. Services

A. How many requests do you receive per week (avg.) _____

B. Contact method (%) Visit _____ Letter _____ Telephone _____

C. User Community Composition (Give Approximate Percentages)

School Administrators _____

Teachers _____

School Librarians _____

5. C. User Community Composition (Continued)

Graduate Students _____

Other (Please Specify) _____

_____

_____

_____

D. What services do you offer your user community?

In-depth literature searches _____

Computerized ERIC searches _____

Manual ERIC searches _____

Reproduction of microfiche _____

Dissemination of PREP materials _____

Reproduction of book and/or periodical articles _____

Current Awareness _____

Selective Dissemination of Information (SDI) _____

Table of Contents Service _____

Referrals _____

Demonstrations & Orientation on your information service _____

Help in writing proposals _____

Extension agents or linkers _____

If yes, how many _____

Inservice Programs (teachers and/or administrators) _____

Inter-library loans _____

Other (Please Specify) _____

_____

_____

E. Do you provide a means for feedback? _____

If yes, how _____

6. Products

What type of information products or packages do you produce?

State of the Art Reviews _____

Bibliographies _____

Computer Printouts _____

Single Concept Papers _____

Reports (Please Specify Type) _____

Surveys _____

Xerox Copies of Periodical Articles _____

Other (Please Specify) _____

_____

_____

_____

7. List the professional tools, references, or products which have helped you most in setting up and operating your educational information service.

_____ _____

_____ _____

_____

8. Problems

What do you see as the biggest problems or limitations you have in getting research or innovation into the hands of the practicing educator? (Please write any additional comments on the back of the page.)

Staff _____ Money _____

8. Problems (Continued)

Organizational Committment _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

9. Which topics for information analysis products would you find most useful to you in your role as disseminator of educational information?

(In this questionnaire the term educational information service is synonomous with educational information center.)

Public Relations in an Educational Information Service _____

Educational Extension Agents _____

Training to be an Educational Information Specialist _____

Communications in a Bureaucracy _____

Change Agents in Education _____

The Educational Information Center Collection _____

The Educational Information Center Services _____

The Educational Information Center Products _____

Reporting in an Educational Information Center _____

Storage and Retrieval Systems in an Educational Information Center _____

9. Which topics for information analysis products would you find most useful to you in your role as disseminator of educational information? (Continued)

The Role of the School Librarian in Bringing About Change _____

Centralization of Dissemination Efforts in a School System (State and/or Local) _____

Selling your School System on the Need of an Educational Information Center _____

Needs Assessment and the Educational Information Center _____

Delivery Systems in an Educational Information Center _____

The Use of Telefacsimile Transmission in an Educational Information Center _____

Search Negotiation Strategy _____

Others (Please List)

_____

_____

_____

_____

_____

APPENDIX II

UNIVERSITY OF MARYLAND
COLLEGE PARK 20742

SCHOOL OF LIBRARY AND INFORMATION SERVICES

PHONE: (301) 454-3016

April 24, 1972

Dear Educator:

As part of her work in a course in research methods, one of my students has prepared the enclosed questionnaire as a means of finding out some basic facts about the information problems and needs of people who are to be active in the operation of educational information centers and in the educational extension centers and in the educational extension agent program. Hopefully, such means are a step toward the development of information products and services that will be precisely tailored to the conditions in the field (as opposed to mere speculation about what is happening or should be happening).

We ask your cooperation in completing the questionnaire and in commenting on its characteristics. Is it, for example, worded in such a way as to be meaningful to operators of educational information centers and the extension agents who are to be working out of such centers?

Please take a few minutes and give us your views. We would appreciate it if you could return the form in the enclosed envelope by May 10.

Thank you.

Sincerely,

J. S. Kidd
Professor

JSK:itd
Enclosures